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ABSTRACT

Guidelines for library media services for the North Clackamas School District were developed by two teams representing the elementary, junior high, and senior high schools. These minimum standards describe the goals and objectives for library media services to students, staff, and community; the operation of the media centers; and the audiovisual equipment and facilities required. The role of district media services is also covered. Specific policies and procedures are outlined for: (1) managing the library media center, (2) staffing and budgeting, (3) composition of a basic media collection, (4) selecting material for the center, and (5) furnishing and equipping the center. (BK)

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Media Standards

JULY 1978

NORTH CLACKAMAS SCHOOL DISTRICT 12

MILWAUKIE, OREGON

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Philip J. Corson

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INTRODUCTION

As a result of the June 1976 Oregon Department of Education "Elementary-Secondary Guide for Oregon Schools," the North Clackamas School District formed a Minimum Standards Task Force during the 1976-77 school year. This large group was divided into six smaller teams, one of which was concerned with library media services.

The Media Task Team of eighteen parents, students, teachers and administrators met from December of 1976 to April 1977 and recommended further work to be done in media. The main area of need, according to the Task Team, was to create Media Standards which has not been written since unification. These Standards are goals which the school district will set and cover the broad areas of Media Centers, Materials Selection and Equipment. Provision will be made to revise and update annually, according to the changing instructional needs of the district. Individual schools may request a variance to certain portions of the Media Standards by writing to their central office supervisor.

A Media Standards Committee representing elementary, junior high and senior high schools met for several weeks in the summer of 1977 to formulate the basis for the final document. After being reviewed by all the appropriate groups, revisions were made to bring the proposed standards to a work acceptable to everyone concerned.

After approval by the School Board April 10, 1978, these standards have become the foundation for the operation of our North Clackamas School District building and the district media services.

MINIMUM STANDARDS MEDIA TASK TEAM

Team Membership

Teachers:	Sue Combs	Ickes Junior High School
	Dan Domenigoni	Oak Grove Elementary School
	Rebecca Macy	Oak Grove Elementary School
	Doris O'Hara	Clackamas High School
	Mary Vandehey	Lot Whitcomb Elementary School
Students:	Pat Bowers	Milwaukie High School
	Glen Small	Milwaukie High School
Parents:	Patricia Keough	
	Blanche Norell	
	Gail Street	
Classified:	Barbara Gibson	Linwood Elementary School
	Bud Kuhne	Business Office
	Benita Morgan	View Acres Elementary School
E.S.D. Representative:	Vern Hess	Clackamas County E.S.D.
Administrators:	Jerry Clayton	Instructional Materials Production Lab
	Bill Engle	Battin Elementary School
	Bob Orr	Wichita Elementary School
	Phil Corson	Media Process Center

SUMMER MEDIA STANDARDS DRAFT PROPOSAL TEAM

Elementary:	Melba Bruce	View Acres Elementary School
	Lynne Gissel	Milwaukie Elementary School
Junior High:	John McKillop	Milwaukie Junior High School
Senior High:	Lynne Anderson	Clackamas High School
	Joella Checketts	Rex Putnam High School
District Media Coordinator:	Phil Corson	Media Process Center

PHILOSOPHY

The North Clackamas School District library media program, in keeping with the district philosophy of education, encourages each student to achieve the optimum potential as a learner, as a citizen and as a human being.

The library media specialist provides a wide spectrum of materials and services which fulfill a vital function in supporting district goals as well as excellent school programs.

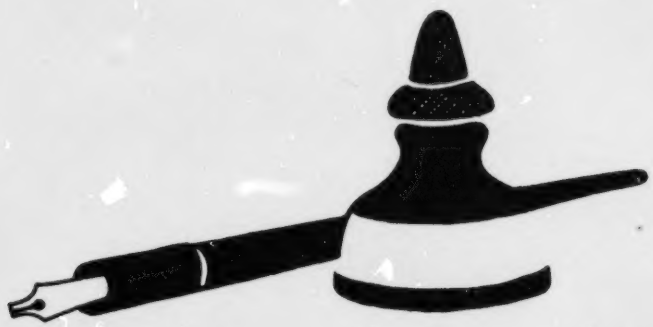
The modern media center offers an aesthetically pleasing environment conducive to exploring and learning. Within this framework the library media specialist provides opportunities for positive involvement of students, staff and people in the community.

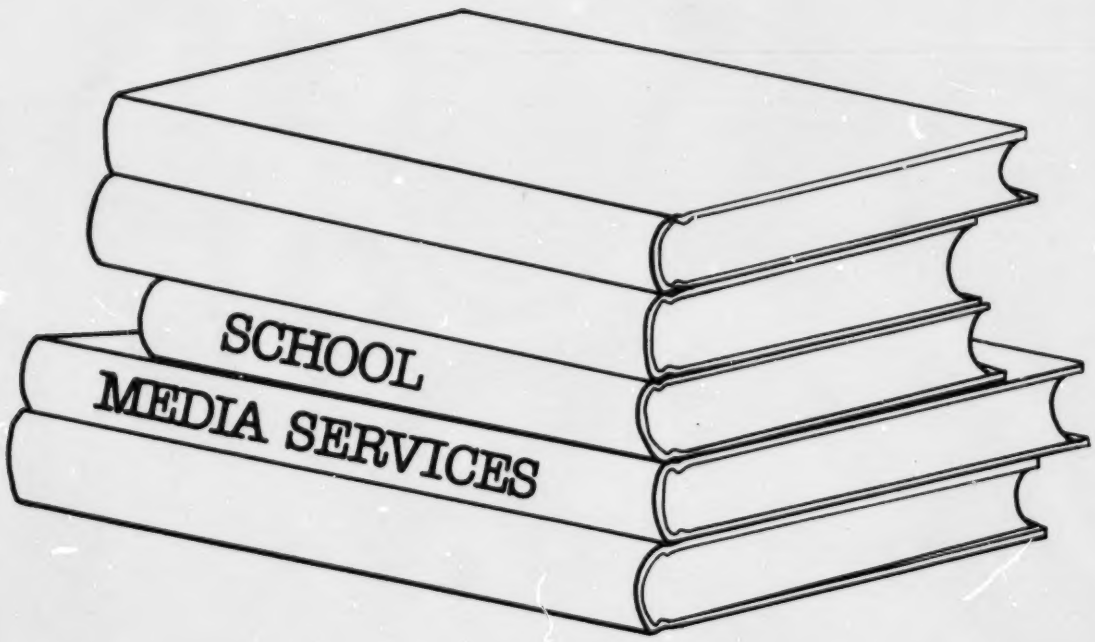
GOALS

To present to the building principals and Deputy Superintendent a statement of philosophy, goals and procedures for conducting an on-going service to the students and teachers of the North Clackamas School District.

OBJECTIVES

1. To gather information concerning current budgeting and procedures.
2. To develop K–12 media standards in accordance with OAR 581-22-221 Minimum Standards for Public Schools.
3. To develop a document which will be realistic and usable in light of today's needs and resources.
4. To provide for future guidance in planning adequate media services in North Clackamas School District.




SCHOOL
MEDIA SERVICES

Student Services

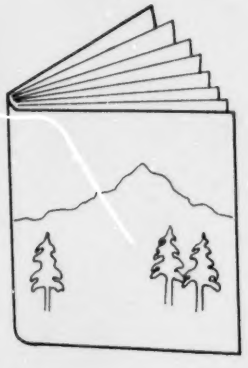
1. Conduct orientation to the media center.
2. Provide opportunities for reference work directly related to the instructional program.
3. Instruct students in the use and application of the library media center.
4. Provide opportunity for discovery and exploration independent of or beyond stated curriculum.
5. Provide reading guidance for personal and social needs.
6. Help students develop discrimination in reading, viewing and listening.
7. Provide areas for individual study.
8. Instruct students in the use of audiovisual equipment.
9. Train students in the production of local materials and in the development of media presentations.
10. Maintain an atmosphere conducive to study.
11. Involve students in the preview of instructional materials.
12. Encourage students to become independent life-long learners.
13. Schedule group and individual use of the center facility as requested.

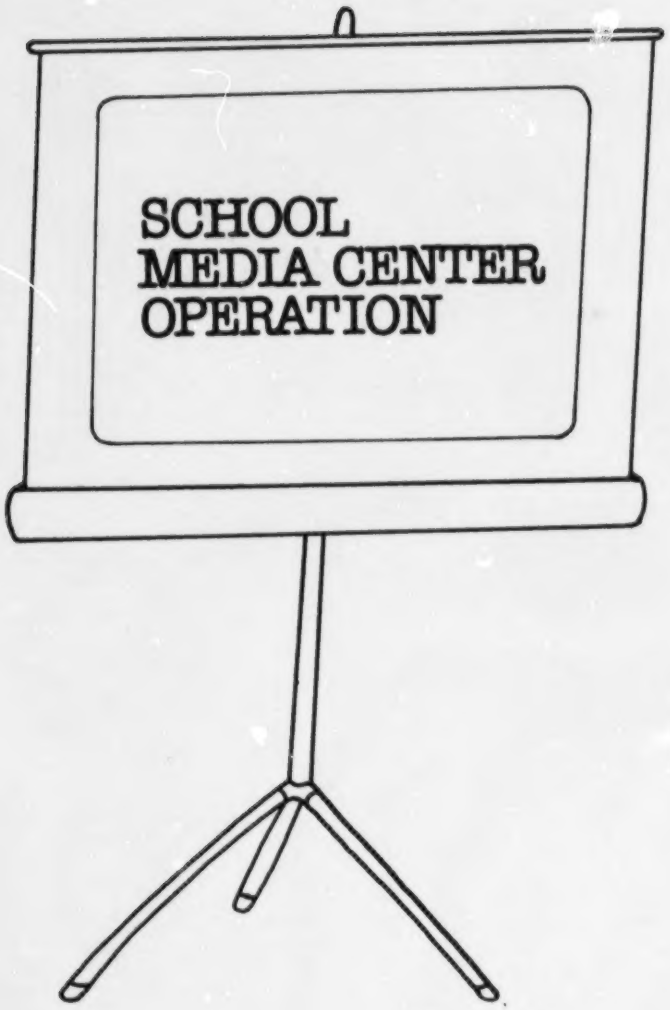
Staff Services

1. Work with teachers in curriculum planning, utilizing all media.
2. Inform teachers of resources available or recently acquired material.
3. Teach effective use of media to individual members of the faculty and arrange in-service programs as needed.
4. Assist teachers in locating and using all types of resources for instruction, study and personal use.
5. Involve teachers and staff in the selection of instructional materials.
6. Be available as a resource person in the classroom.
7. Supply information on workshops, courses, professional meetings and educational resources of the community.
8. Provide teachers with pertinent information regarding students' use of the library media center.
9. Prepare bibliographies as requested.

Community Services

1. Explore ways for the library media center to serve the community.
2. Make the library media center collection available.
3. Provide a convenient meeting place for community groups.




SCHOOL
MEDIA CENTER
OPERATION

Management

Establish policies/procedures for the operation and maintenance of the library media center in cooperation with the unit manager.

1. Budget – Prepare and administer the budget under the direction of the unit manager.
2. Evaluation – Evaluate new and existing materials to maintain a contemporary collection, including the systematic discarding of dated materials.
3. Selection – Select, organize and administer unit library media collections that include print and non-print materials and equipment.
4. Circulation of materials – Develop an efficient system for serving building, district and community needs including inter-library loans.
5. Public relations – Create an on-going public relation plan that communicates the role of library media within the total educational program by working closely with staff, students and the community.
6. Production – Encourage the broad application of media throughout the use of district (Instructional Materials Production Lab) as well as building (local production) services involving teachers and students.
7. External funding – Formulate plans for best use of special funds as part of long-range goals for improvement of media services throughout the district.

Support Staff

Supervise and evaluate support staff as well as assist in their selection.

1. Evaluation – Carry out a program for evaluating support staff which is consistent with building policy.
2. Personnel - Provide for the continuing improvement of the support staff by encouraging skill development and knowledge related to the job. (See Staffing, p. 7)
3. Job Descriptions – Act as an advisor to the personnel office to update job descriptions for library media support staff as services and duties change.

Future Development

Plan for future development of the library media center in the areas of services, personnel and facilities.

1. Services – Improve media services in relation to the expanding needs of the instructional program and the individual learner.
2. Personnel – Staff expansion shall be consistent with increased services and student enrollment.
3. Facilities – Plan facilities and furnishing which are flexible to meet the changing needs of the instructional program.

Curriculum Planning and Development and Textbook Selection

Curriculum planning and development, as well as textbook selection, at the building and district level is a year-round process in North Clackamas School District. The library media specialist is an important team member in these activities. In order to communicate and promote the best use of library media resources and services, a healthy information flow from all members of the instructional team is necessary.

Instruction

The library media specialist is a teacher. The instructional program is conducted at two levels, group and individual. Instructional strategies are developed by the library media specialist to teach the appreciation, function and use of media, under the supervision of the unit manager.

Professional Growth

Interaction with colleages is at the heart of professional growth. Participation in activities such as workshops, district meetings, state and regional media conferences, professional reading and graduate study is necessary to keep clear perspective of the total role of a building library media specialist.

Weeding

Systematic removal from the library media center of material no longer useful is essential to maintain the purpose and quality of the collection. One of the advantages of such a program is the involvement of staff in evaluating potential discards. The same care and professional skill must be applied in weeding as is used in selection. The following criteria shall be used in weeding all material:

1. out-of-date
2. poor physical condition
3. relevancy to curriculum
4. non-circulating

Rebinding

Rebinding is a commercial process involving cover replacement and trimming which increases the life of the book. Rising costs of books emphasize the importance of rebinding which is about one-third of the replacement cost. A book should be rebound when rebinding is cheaper than replacement and it is the best source available.

Gifts of Instructional Material

All gift materials added to the district school media collections must meet the same criteria as materials selected for purchase. All decisions on gift materials will be made by the professional media personnel in each school. (Policy 3068 Adopted 5/14/73)

STAFFING

Professional Staff

Each school over 200 students shall have a Media Specialist who is a certificated teacher and has met the state endorsement in educational media, with two years classroom experience or the equivalent.

Support Staff

Many factors such as the degree of faculty dependence upon media and the size of the school determine the number of media center support staff needed. Each member of the support staff shall have:

* a general knowledge of media program functions.
* specific skills necessary for the performance of duties.
* ability to work effectively with students and staff.
* proficiency in typing and the use of appropriate media.
* aptitude for detailed work, i.e., filing, record keeping.

The following chart is a basis for providing adequate staffing to work with the media specialist.

Support Staff

To be implemented - Fall of 1979

Enrollment	Elementary	Junior High	Senior High
200-300	10 hours	30 hours	
300-400	20 hours	35 hours	
400-500	30 hours	40 hours	
500-600	40 hours	50 hours	
600-800	50 hours	60 hours	
800-1100		80 hours	
1100-1500			120 hours
1500-1800			140 hours

(Hours per Week)

BUDGET

Budget allocations shall include the funds needed to maintain ongoing programs, and provide for updated standard collections. Provision shall be made for new acquisitions, replacement of titles, updating the collection, processing cost, rebinding, general library supplies, media production supplies, film rental, audio visual equipment, and furniture.

BASIC LIBRARY MEDIA COLLECTION

In-building access to a wide spectrum of media shall be provided to ensure satisfaction of 90% of initial requests. Strong collections provide the support base for teaching, research, and student interest fulfillment. The size of the collection of print and non-print materials shall be consistent with the instructional program, course goals and student enrollment.

Basic Library Media Collection

To be implemented - Fall of 1980

Print Category	Level	Amount	Comments
Books	K-6	15 per student	
	7-12	17 per student	
Encyclopedia Sets (General)	K-6	3 per center	Copyrighted within last five years
	7-8	4 per center	
	9-12	6 per center	
Atlases (World)	K-6	3 per center	Copyrighted within last five years
	7-8	4 per center	
	9-12	5 per center	
Dictionaries (English language)	K-12	2 per center	
Dictionaries (unabridged)	K-6	1 per center	
	7-8	2 per center	
	9-12	4 per center	
Magazines	K-6	$ .75 per student	or 30 student titles
	7-12	$1.50 per student	or 30 student titles
Newspapers	K-6	2 per center	
	7-8	2 per center	
	9-12	5 per center	

Pamphlet file – a well-organized current collection of documents, clippings, and other items appropriate to the curriculum shall be accessible. Maintaining a separate card index is encouraged.

Teacher Reference – a collection to meet the needs of teachers who wish to be informed of current professional writings.

NON - PRINT

Sufficient audio-visual materials shall be provided to balance the print collection.

Kits - Kits are self contained multi-media teaching aids. Kits are the most widely used AV aid and provide the base for the school's non-print collection.

Filmstrips - The use of captioned filmstrips as a single learning aid has become less important. Kits containing sound filmstrips better serve this function.

Cassette Tapes - The use of cassette tapes has replaced the reel-to-reel format. Cassettes are less expensive, easier to use and require less storage.

Reel-to-Reel Tapes - School use of reel-to-reel tape is justified where fidelity of audio reproduction is a particular requirement.

Overhead Transparencies - Building media collections should offer an assortment of well-designed, colorful transparency sets. Care should be taken to keep sets relevant to the curriculum and technically up-to-date.

Slides - Instructional slides are an inexpensive, flexible, easy-to-use media. The visual impact of photography stimulates interest, comprehension and retention.

Phono-Discs - Cassettes offer a more compatible sound medium than phono-discs in combination with slides and filmstrips. When a phono-disc is a part of a multi-media kit, duplication to the cassette format is recommended. Single LP albums will continue to meet specialized needs in the contemporary media center.

Pictures - A wide variety of art and study prints broadens the instructional program. Convenient grouping in packets which are accessible to the user is important for increased circulation.

Video Tapes - School use of air-lifted video programs from commercial stations is unlawful unless written permission is granted from the copyright holder. Under certain circumstances public broadcasting allows school use of off-air recordings for seven days.

North Clackamas School District

Current Standard Practice No. IIAB

Original Standard Practice No. INS 3

PREVIEW OF AUDIO-VISUAL MATERIALS

1. Objectives

   a. To establish a District-wide procedure for previewing audio-visual materials.

   b. To help insure that previewing of materials is an efficient process.

2. Responsibility

   a. The preview coordinator at Media Process Center will handle these requests for the various schools and circulate all materials to and from the various schools and suppliers.

   b. Each building media specialist will be the liaison for the preview coordinator, to refer individual preview requests from teachers and related building personnel to the Media Process Center.

3. General Procedure

   a. All requests for preview materials shall be in writing to the Media Process Center (39) on form MPC-005A-7/76.

   b. Previewers will have 10 work (school) days for preview and evaluation using form MPC-003B-10/76.

   c. The actual preview materials may be kept for purchasing by the unit if desired.

   d. A purchase order for the material stating "CONFIRMATION ONLY. Items already received. Do not send to vendor" and signed by the unit manager has to be included with the materials before they are returned to the Media Process Center.

   e. The MPC preview coordinator initials the P.O. below the unit manager's signature, then sends the P.O. through regular channels.

   f. The purchased previewed materials are cataloged and processed and returned to the unit for circulation.

   g. A file of all evaluations will be kept at the Media Process Center for future reference.

Donald L. Charlie
Superintendent

September 29, 1978
Date

North Clackamas School District

Current Policy No. IIAC

Original Policy No. 3064, 3066, 3067

SELECTION OF LIBRARY MEDIA CENTER MATERIAL

The selection of instructional material should be carried out without discrimination toward age, sex, race, national origin, religion or the handicapped. These materials shall meet the requirements of the curriculum and provide for individual needs and interests of students and staff.

The responsibility for the selection of classroom instructional material rests with the principal or designee.

The basic responsibility for the selection of library media material rests with the library media specialist of each school. Any teacher, student, administrator or patron may initiate requests for material to be considered for addition to the collection.

Material shall be selected from professional selection guides or first-hand examination, including the district preview service (SP IIAB), exhibits, conferences, workshops and other media collections. With such a vast amount of material available, examination of all items is impossible.

Patrons or students desiring to challenge specific instructional materials may do so through the process outlined in Policy No. INB. Controversial Issues and Instructional Materials.

Dr.lb
10/21/77

Rescinds Policies 3065, adopted 5/14/73; 3066, adopted 7/9/73; and 3067, adopted 5/14/73

Date Adopted: 1/23/78

Legal Ref.:

SELECTION

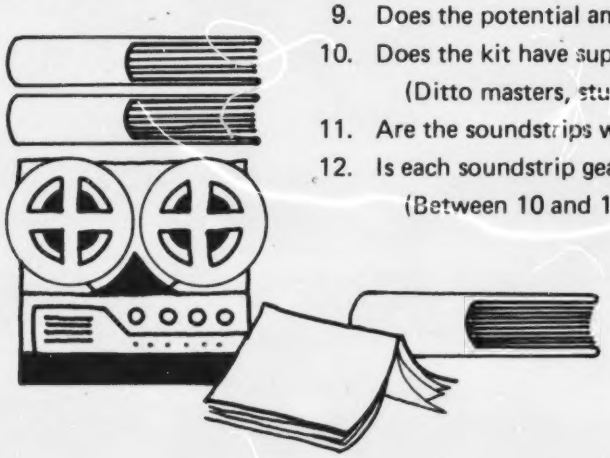
The selection of media is often an elusive task. No one minimizes the importance of selection, but it is a time-consuming task. The following will help clarify what to look for in conducting a more complete review.

Criteria for Selecting Print Materials

1. Will the material complement the curriculum?
2. Will it be of value to the total collection?
3. Is the content accurate, objective, appropriate and timely?
4. Is the work well-organized?
5. Is it easily read and understood?
6. Will thismaterial meet the needs of a large number of users?
7. Does it have literary merit and aesthetic appeal?
8. Is the value commensurate with the cost?

Criteria for Selecting Audio-Visual Materials
(using a kit as an example)

1. Does the content complement the curriculum for the level you need?
2. Will this material become dated in the near future?
3. Does the guide give an adequate (but brief) description of the content as well as a bibliography of related materials and printed narration?
4. Is the photography well done, using live models with a good variety of drawings, charts, etc.?
5. Is the technical quality of the cassette tape clear, with good use of sound effects and/or music?
6. Is the tape recorded for both audible and inaudible signals?
7. Is this material usable for students as well as teachers? Individuals as well as groups?
8. Does the cost reflect current prices?
9. Does the potential amount of use the material will get justify the cost?
10. Does the kit have supplemental materials that will enhance its use? (Ditto masters, student booklets, posters, etc.)
11. Are the soundstrips well paced to keep the view interest high?
12. Is each soundstrip geared to the attention span of the viewers? (Between 10 and 15 minutes)



North Clackamas School District

Current Policy No. INB

Original Policy No. 3025 & 3026

CONTROVERSIAL ISSUES AND INSTRUCTIONAL MATERIALS

1. The North Clackamas School District Board is in favor of the instructional staff operating under the highest possible degree of academic freedom.

2. Classroom teachers who are discussing government, religion, human physiology, morals, race relations, or other areas where there may be some controversy, should first clarify the best approach with the school principal. It is the intent of the Board of Directors that care should be given that discussions of such topics be well prepared, meaningful, and presented appropriately, with tact, decorum and good taste. Teachers are obligated to relate the facts from both sides of an issue and should clearly distinguish when what is said is an expression of personal opinion.

3. The Board of Directors realize that classroom discussions may drift into questions of controversy. The classroom teacher must keep the building principal informed when a potentially controversial discussion is planned.

4. The teacher is expected to remain in control of the discussion at all times and to meet his responsibilities as instructional leader.

5. The Superintendent shall develop a process whereby citizens may register concerns or lack of understanding about school programs. Said process shall not be so formal as to discourage citizens from registering questions or complaints, yet sufficient to assure that specific requests to add, delete or alter programs shall be dealt with in a rational manner. It is the intent of the Board of Directors that (1) care should be given to assure the right of the citizens of North Clackamas School District 12 to question school programs and (2) to provide a process wherein the legitimacy of a complaint may be established, the facts reviewed, the degree of concern expressed, and the extent of the complaint determined in order to resolve the issue in the best interests of the students and patrons of the school district.

DB:jb
10/21/77

Rescinds Policies 3025, adopted 6/25/73 and 3026 adopted 7/9/73.

Date Adopted: 12/13/77

Legal Ref.:

North Clackamas School District

Current Standard Practice No. INB

Original Standard Practice No. INS 1

CONTROVERSIAL ISSUES AND INSTRUCTIONAL MATERIALS

1. Introduction

An issue becomes controversial whenever there is significant difference of opinion as to which of the possible alternatives should be selected. Human life and change consistently demand the ability to deal with the controversial. Controversy involves both emotional and intellectual matters. Making choices and decisions is part of living. Doing nothing results in a type of choice and may create controversy. Everyone should learn to make the best possible choices, whether the person is a teacher or a student.

Dealing with controversial problems involves more than a mere recitation of varying viewpoints. It must provide for pupils to establish personally satisfying, wholesome and socially accepted values, on the basis of which pupils make judgments on questions and choices which confront them.

There are many valuable educational outcomes from studying controversial issues. Some of these are:

- Ability and will to study complex life situations and make intelligent choices of alternatives;
- Skill in analyzing materials, recognizing propaganda, and evaluating sources of information;
- Ability and desire to make use of rational methods in considering significant issues and coming to decisions about them;

Willingness to recognize the necessity for and the value of differing viewpoints.

2. Selection of Issues and Instructional Materials

a. The issues and materials selected for study should make a positive contribution to the education of students. The following criteria as adopted by the National Council for the Social Studies, and taken from How to Handle Controversial Issues by Richard E. Gross, shall be used in selecting issues and materials for class activity:

(1) Are the issues/materials beyond the maturity level of the pupils?

(2) Are the issues/materials of interest to the pupils?

(3) Are the issues/materials socially significant and timely for this course and grade level?

(4) Are the issues/materials those which the teacher feels he can handle successfully from a personal standpoint?

Superintendent _____ Date _____

(5) Are the issues/materials those for which adequate study material can be obtained?

(6) Are the issues/materials those for which there is adequate time to justify the presentation?

(7) Are the issues/materials those which will unduly clash with community customs and attitudes?

b. The teacher should study the community. Timing may be a factor to be considered when introducing a controversial subject in the classroom.

c. Responsibility of Administration

(1) Base all judgments according to Policy of the Board of Directors;

(2) Encourage cooperative study and discussion with the professional staff;

(3) Base all judgments on sound and professional knowledge and the welfare of the students rather than on personal feelings;

(4) Secure ratification from the central office where a topic or materials appears to involve more than implementation of existing programs;

(5) Keep in close touch with the teaching about controversial issues being carried out in schools or classrooms you supervise;

(6) Make sure teachers understand District policy, and give them adequate help in working in conformity with District policy.

d. Responsibility of Teachers

(1) A teacher must be quite knowledgeable of the role of controversial issues in education and know his own prejudices and biases. The teacher must recognize that his own opinions may serve to indoctrinate inexperienced pupils. Full knowledge of the policy of the District, the students, the school and the community is essential.

(2) The teacher is expected to:

(a) Select, or guide students in the selection of, topics;

(b) Choose suitable and useful instructional materials;

(c) Stimulate students to make use of a wide variety of appropriate materials and experiences, both in and out of the classroom.

Superintendent _____ Date _____

(d) Interpret material by explaining its significance and pointing out possible missing arguments, interpretations and points of view;

(e) Provide experiences in recognizing and evaluating the consequences of alternatives;

(f) Promote in all possible ways, student interest in and appreciation of rational methods of considering issues and arriving at decisions;

(g) Direct class discussion to cover varying points of view.

3. Procedure for Review of Complaints Associated with the Handling of Controversial Issues or Materials in the Schools.

Parents often want to speak with school personnel to express concern or lack of understanding about school programs. All personnel shall receive these questions or complaints with courtesy, and an effort shall be made to explain the school's position on what has occurred. When a parent is concerned about a specific program, method, material, or learning experience to the extent that he wishes the school to review or change (add, delete or alter) its program, the following procedures shall be followed:

a. Filing of Complaint - All criticisms shall be presented in writing (see attached form) to the school principal and shall be acknowledged by the principal in writing within two (2) working days.

b. The principal, within three (3) days after receiving written complaint, will forward to the Deputy Superintendent a copy of the complaint with a copy of his acknowledgment to the complainant.

c. The Deputy Superintendent will review the complaint, determine the nature of the review committee to be established, appoint members to the committee, and hold the first meeting within ten (10) working days of receipt of complaint form from principal (see 4).

(1) A building-level review committee shall be formed when the complaint deals with a program or activity unique to that school building.

(2) A District-level review committee shall be formed when the complaint concerns a program or activity common to all schools of similar grade levels within the school district.

Superintendent _____ Date _____

d. The school or teacher may continue the program or activity in question until the matter is resolved. The teacher will be apprised of the status of the complaint.

4. Establishment of Review Committee

a. A building-level review committee shall be composed of the principal, the appropriate department head or teacher, a member of the appointed school advisory committee, and a consultant from the Superintendent's staff.

b. A District-level review committee shall be composed of the Deputy Superintendent, two principals, two elected advisory committee members, three faculty members, and consultants as necessary.

5. Committee Review Procedure

a. Copies of the complaint shall be given to all members.

b. The building review committee shall make recommendations or a progress report to the principal within twelve (12) working days of the first committee meeting date.

c. The district review committee shall prepare a report of recommendations for the Superintendent.

d. The recommendations will include one of the following:

(1) Dismissal of the complaint;

(2) Support of the complaint.

6. The Decision on the Complaint

a. The Superintendent shall review the complaint and the review committee recommendations, then decide whether to dismiss or support the complaint.

b. The Superintendent shall notify the complainant of his decisions within two (2) working days after receiving the recommendations of the review committee.

c. The Superintendent shall notify the Board of Directors of all complaints filed and shall inform the Board of his decision on each complaint.

d. The complainant may appeal the decision of the Superintendent to the District Board of Directors.

Superintendent _____ Date _____

CONTROVERSIAL ISSUES AND INSTRUCTIONAL MATERIALS

7. Suggestions to Principals for Handling Complaints at the Building Level

a. If the complainant telephones, listen courteously and invite him to file his complaint in writing, but make no commitments, admissions of guilt, or threats;

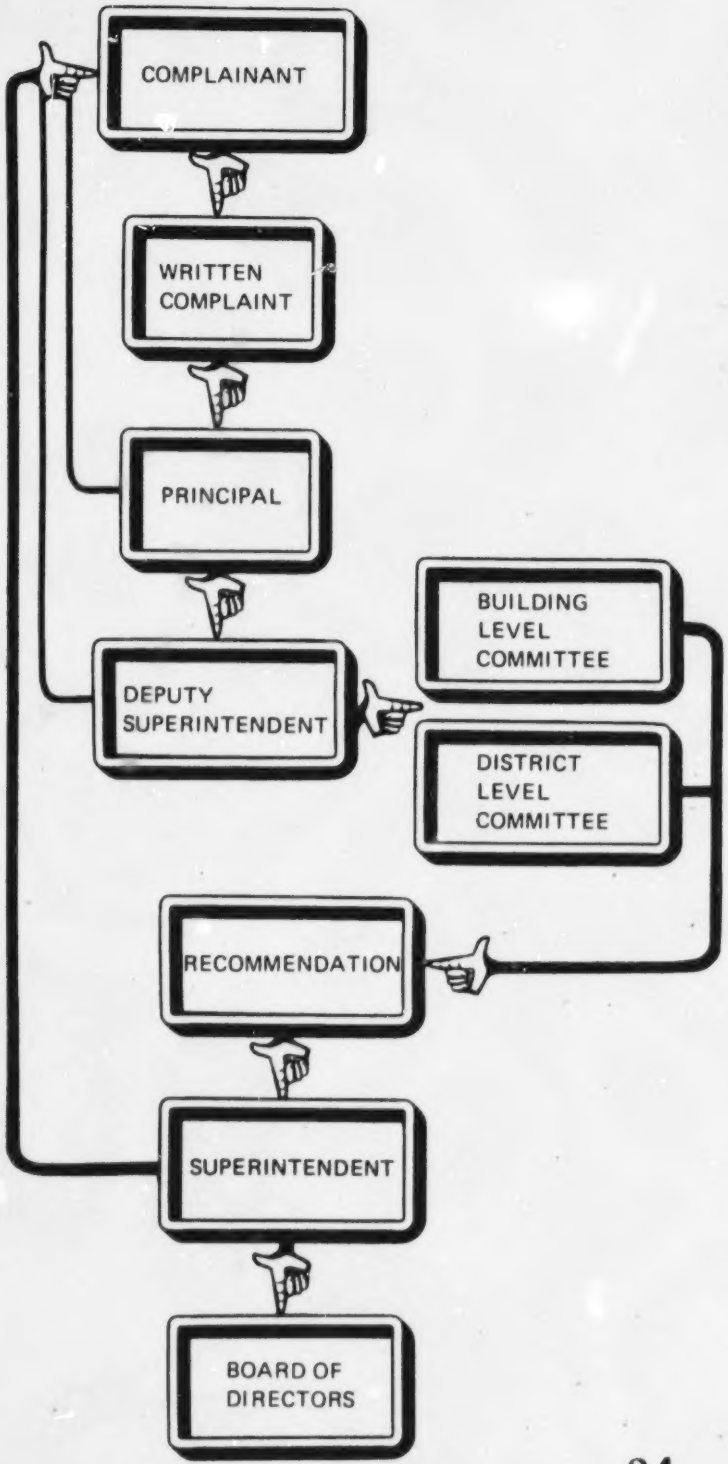
b. If the complainant writes, acknowledge the letter promptly and politely;

c. In either case, inform him that complaint forms may be picked up at the school office so that the formal statements may be considered by the review committee of the staff.

Donald M. Charles
Superintendent

December 12, 1977
Date

Procedure for Review of Complaints



COMPLAINANT

Submits complaint in writing to school principal.

PRINCIPAL

1. Acknowledges receipt of complaint in writing. within two working days.
2. Forwards copy of complaint and his acknowledgment to Deputy Superintendent within three days.

DEPUTY SUPERINTENDENT

1. Determines whether building or district level committee is to review complaint.
2. Notifies complainant of status of complaint.

REVIEW COMMITTEE

Prepares recommendation for Superintendent.

SUPERINTENDENT

1. If he accepts recommendation, advises complainant and notifies principal to take appropriate action. Advises Board of his decision.
2. If he rejects recommendation, he advises complainant of appeal procedure and advises Board of his decision.

CITIZEN'S REQUEST FOR RECONSIDERATION

OF A CONTROVERSIAL ISSUE OR INSTRUCTIONAL MATERIALS

Issue (Briefly state your concern)_____

_____

Request initiated by_____

Telephone_____Address_____

_____
City Zip

Complainant represents:

Self_____Organization_____

Other (identify)_____

1. To what do you object? Discussion of the issue in the classroom? Method used in dealing with the issue or materials? (Please be specific.)

   _____

   _____

   _____

2. Do you feel that this issue or material is more appropriate for some other age group?

   _____If so, which age group?_____

3. Do you see a purpose for discussing this issue or using these materials in the schools?

   _____

   _____

4. What would you like your school to do about this issue or materials?

   a._____Present it at a different level.

   b._____Suggest students might read on the subject, but not have class discussion.

   c._____Replace it with more suitable material or presentation.

   d._____Present with impartiality other points of view.

   e._____Excuse my child from this class if it is presented in class.

   f._____Reconsider using it at all in any form.

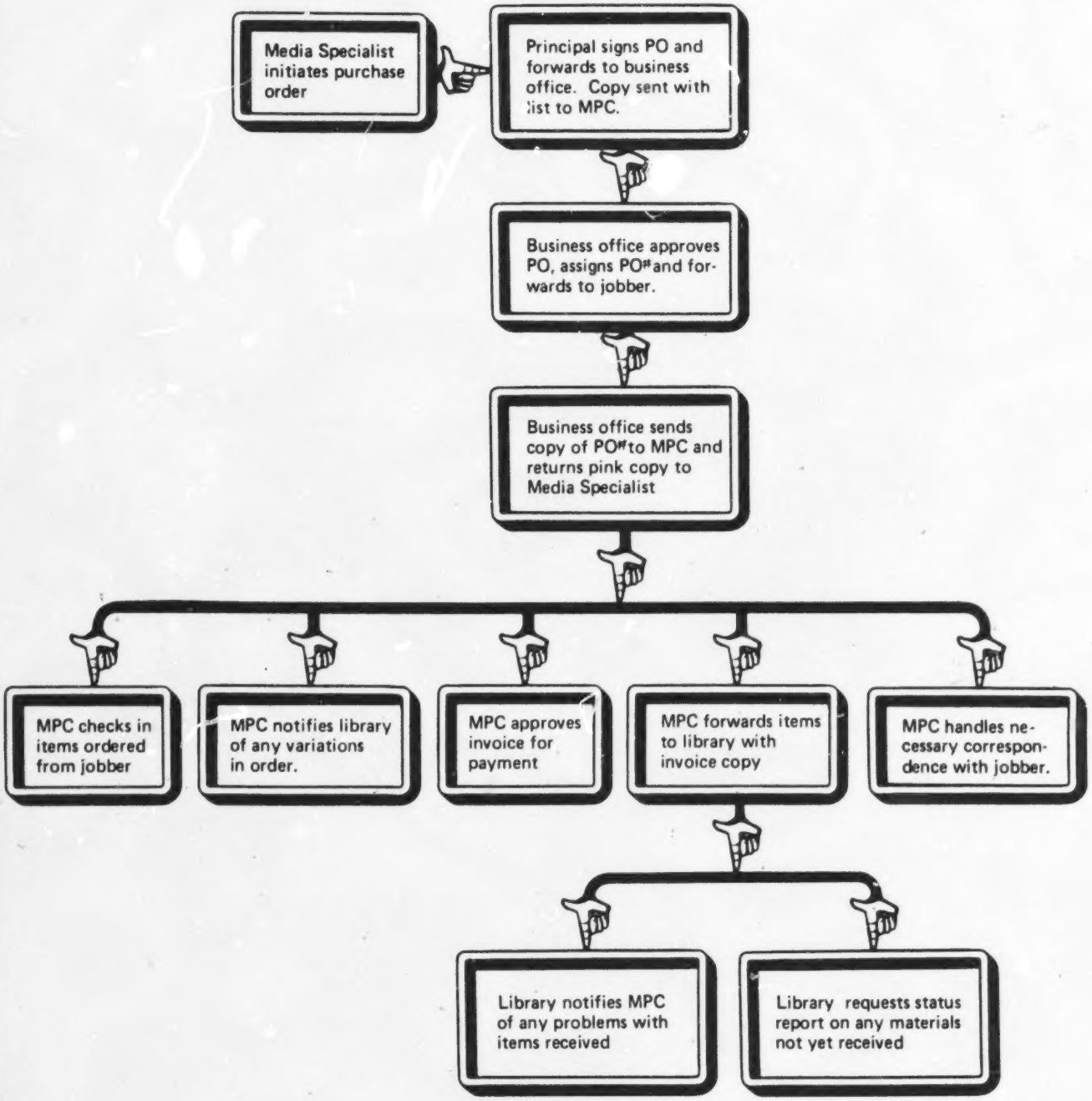
   g._____Other_____

   _____

_____ _____
Date Signature of Complainant

Media Purchase Procedures Flow Chart

Clear lines of communication should exist between the individual unit, district media center, business office and supplier to expedite the flow of media. The following flow chart illustrates this procedure:


Media Specialist initiates purchase order
Principal signs PO and forwards to business office. Copy sent with list to MPC.
Business office approves PO, assigns PO# and forwards to jobber.
Business office sends copy of PO# to MPC and returns pink copy to Media Specialist
MPC checks in items ordered from jobber
MPC notifies library of any variations in order.
MPC approves invoice for payment
MPC forwards items to library with invoice copy
MPC handles necessary correspondence with jobber.
Library notifies MPC of any problems with items received
Library requests status report on any materials not yet received

Media Process Center will type book order lists and purchase orders for elementary schools upon request.

GUIDELINES FOR PERMISSIBLE COPYING OF PRINTED COPYRIGHTED WORKS

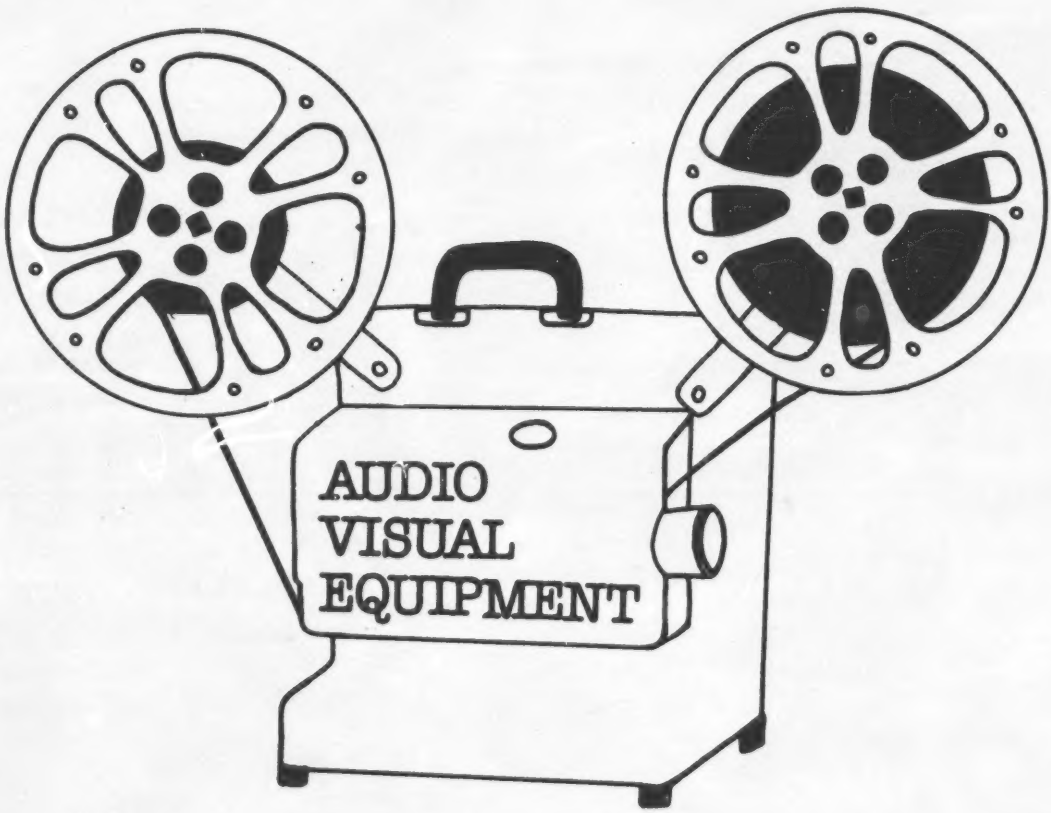
The copyright law of January 1978 attempts to define "fair use". It is the privilege of using copyrighted materials in a reasonable manner without the consent of the author. Rather than being concerned only with legalities, we should be concerned about what is right and wrong. Copyright "infringement" is a matter of ethics and integrity to educators. The following guidelines outline the major provisions of the copyright law as it applies to printed materials.

1. A TEACHER IS ALLOWED TO MAKE A SINGLE COPY FOR USE IN TEACHING, OF:
   a. a chapter from a book,
   b. an article from a magazine or newspaper,
   c. a short story, essay, or poem from a collection,
   d. a chart, graph, diagram, drawing, cartoon, or picture.
2. A TEACHER MAY MAKE MULTIPLE COPIES (ONE TO A STUDENT): FOR CLASSROOM USE ONLY, OF:
   a. poems less than 250 words or two pages long,
   b. excerpts of less than 250 words from longer poems,
   c. complete articles or stories of less than 2,500 words,
   d. excerpts of less than 1,000 words or 10 percent of the book (prose),
   e. one chart, graph, diagram, drawing, cartoon, or picture book per periodical.
3. A TEACHER MAY NOT MAKE MULTIPLE COPIES:
   a. for another teacher in the same school,
   b. of work from the same author more than once a term,
   c. from the same collection or issue more than three times a term,
   d. as a substitute for an anthology,
   e. of consumable materials such as workbooks.

Copying is not allowed to substitute for the purchase of books, publisher's reprints or periodicals.

Don Charles

Donald Charles, Superintendent of Schools


AUDIO
VISUAL
EQUIPMENT

GENERAL GUIDELINES

A. COOPERATIVE PURCHASE

The North Clackamas School District combines with other Clackamas County school districts in the annual "E.S.D. (Education Service District) Cooperative Purchase Bid." Cooperative purchase assists the district in maintaining standardization of various types of purchase.

B. EQUIPMENT IDENTIFICATION

All new equipment and accessories shall be identified by engraving and permanent felt marking. Engraving should be placed in both an obvious and a concealed location, if possible. Engraving will include name of district and name of school.

C. MAINTENANCE

Equipment maintenance, with the exception of video, is contracted to the E.S.D. Building responsibility shall be limited to such things as lamp and needle replacement, lens cleaning and other minor repairs.

D. REPAIR RECORDS

Units shall keep a current "Equipment Inventory Maintenance Record" card for each piece of equipment. It will indicate all data pertinent to the equipment as shown on standard forms which are provided by the district media center.

E. DEPRECIATION

Indications of equipment lifespan shall be used along with the repair record to determine salvage date. (See AV Equipment Guidelines, p. 24-25.)

F. REPLACEMENT

Building media specialists shall recommend systematic replacement of equipment. Considerations include lifespan, repair record, obsolescence and usefulness to the instructional program.

G. VANDALISM AND THEFT

A district procedure shall be implemented to replace stolen or damaged equipment with like kind or value, or substitute different items according to unit needs.

Elementary
Audio-Visual Equipment Guidelines

Category	N.C.12 Standards	Comments	Depreciation Guide in Years
16mm Projector	1/100 students		6
Overhead Projector	1/50 students		8
Classroom Record Player	1/classroom		8
Combination Cassette Filmstrip Projector	1/150 students plus 1/media center	HIGH PRIORITY Best projector to use with soundstrip materials. (Kits)	4
Portable Cassette Tape Recorder & Playback Units	1/25 students plus 5/media center	Cassette is accepted format for audio tape	5
Classroom Cassette Recorder	1/200 students	9 watt minimum	5
Headsets	1 headset for each 10 students plus 25 sets for media center		Headsets are expendable
35mm Filmstrip Projector	2/media center	Use comb. f.s. projector as replacements - see comb. cass./f.s. projector above	10
35mm Filmstrip Previewer	1/25 students plus 4/media center		
Kodak Slide Projector	1/300 students	Automatic focus	8
Super & Standard 8mm Projector (Kodak cartridge-Technicolor loop)		It is recommended this equipment be phased out because of high costs of software & obsolescence	
Opaque Projector	1/school		15
Projection Screens 70"x70" wall 60"x60" tripod	1 mounted per classroom plus additional sizes in media center		10 6
Projection Carts 42", 34", 26" (electric)		Provide appropriate number for portability of equipment	
TV Monitor 19" B&W 12" B&W	1/200 students plus 1/media center 1/media center		7 7

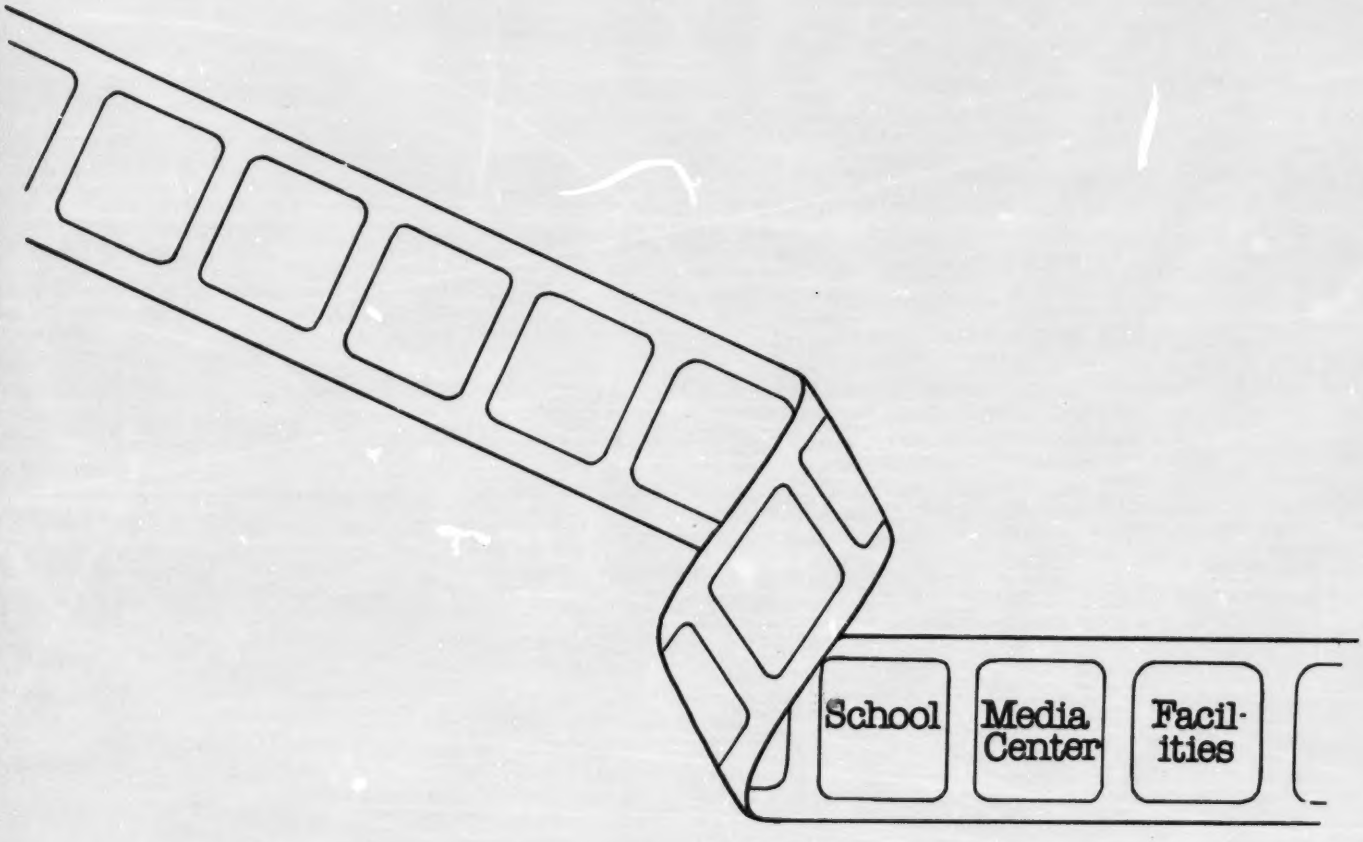
Specialized equipment and accessories can be purchased according to building needs.
To be implemented by Fall of 1980

Secondary

Audio-Visual Equipment Guidelines

Category	N.C. 12 Standards	Comments	Depreciation Guide in Years
16mm Projector	1/100 students		6
Overhead Projector (glarefree)	1/50 students		8
Classroom Record Player	1/100 students		8
Stereo Record Player	1/school		6
Combination Cassette Filmstrip Projector	1/300 students	**HIGH PRIORITY** Important projector to use with soundstrip materials. (Kits)	4
Portable Cassette - tape recorder and playback units	1/75 students	Cassette is accepted format for audio tape	5
Classroom Cassette Recorders	1/200 students	Minimum of 9 watts	5
Reel-to-Reel Tape Recorders	1/media center	R to R has almost become obsolete. Phase out ASAP	8
Headsets	Purchase as needed	Headsets are expendable	
35mm Filmstrip Projector	2/media center	Use comb. cass./f.s. projector as replacements - see above	10
Kodak Carousel Slide Projector	1/300 students	Automatic focus & zoom lens is best	8
Super 8mm Projector (Kodak Cartridge) (Technicolor loop)		Recommended - this equipment be phased out unless needed for local production	
Opaque Projector	1/750 students		15
Projection Screens 70"x70" wall	1 mounted/classroom plus additional sizes in media center		10
60"x60" tripod			6
Projection Carts 42", 34", 26" (electric)	Appropriate number of carts is needed to provide portability of equipment	26" carts should be used for overhead projectors	10
TV Monitor, 23", B&W	1/150 students	One color is recommended at secondary level.	

Specialized equipment and accessories can be purchased according to building needs.


School
Media Center
Facil-ities

FACILITIES

Reasonable effort should be made to insure that the school library media center is the focal point of the building instructional program and the physical center of the school plant. To provide maximum convenience in access, use and communication, building and district media personnel shall work with administrators and architects in planning new and remodeling existing library media facilities. The center design shall accommodate a variety of activities supporting school and community programs. Innovative design techinques shall be incorporated to reflect energy conservation and program needs, both in construction and long-term operation.

A. FURNISHINGS

School library media center furnishings shall be 1) simple and safe; 2) rugged and durable; 3) useful and comfortable; 4) moveable and adjustable; and 5) eye-pleasing and coordinated. School library media center furnishing can be divided into three general areas:

Furnishings

Reading - Viewing - Listening

- Adjustable shelving
- Card catalogs
- Circulation desk
- Study chairs
- Study tables
- Carrels (wet and dry)
- Lounge chairs
- Magazine-newspaper racks
- Atlas and dictionary stands
- Reference and periodical index tables
- Record cabinets
- Vertical files
- Picture files
- Bulletin boards
- Display case
- AV and book carts
- Step stool

Office

- Desks and chairs for media personnel
- Adjustable shelving
- Counters
- Storage cabinets
- Shelf list catalog
- File cabinets
- Bulletin board
- Typewriter stands

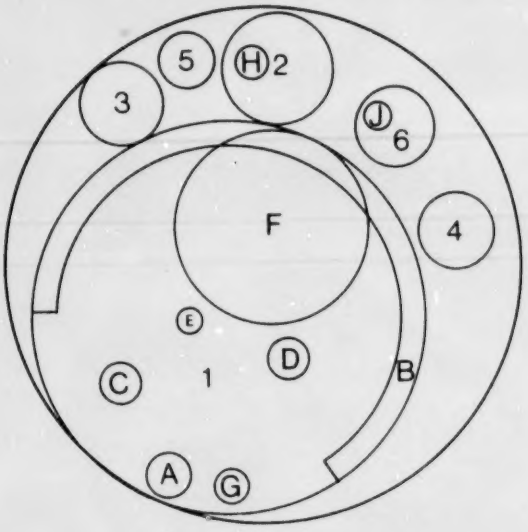
Work Room

- Work tables
- Adjustable shelving
- Counters and sink
- Desk and chairs for media personnel
- File cabinets
- Typewriter stands
- Bulletin board
- Step stool
- Book return cart

Standard Components of a

School Library Media Center

Spacial Relationships



Based on seating a minimum of 10% of student body

1.	**Reading, Viewing, Listening**		**75%**
	A. Entrance (Circulation Desk)	5%	
	B. Shelving	9%	
	C. A.V. Materials	2%	
	D. Reference Materials	3%	
	E. Card Catalog	1%	
	F. Storytime Area (Elem.)	10%	
	G. Film Circulation	2%	
2.	**Conference Room**		**7%**
	H. Professional Library		
3.	**Small Group Viewing**		**5%**
4.	**Media Specialist's Office**		**3%**
5.	**A.V. Equipment Storage (Secure)**		**3%**
6.	**Workroom (Secure)**		**7%**
	J. Magazine Storage		
			100%

SECONDARY (Optional Components)

Photo Dark Room TV Production Room TV Equipment Storage

SOUND, LIGHT, HEAT AND VENTILATION

To create a pleasant learning environment, effective control of sound, light, heat and ventilation shall be planned.

Sound

Acoustical controls such as structural design, carpeting, draperies, ceiling tile, absorbent paneling, and portable barriers shall be used.

Light

Window area shall be minimized because of excessive brightness, heat loss and vandalism. However, aesthetic considerations having to do with outdoor settings should not be overlooked.

Artificial lighting shall be divided into zones and controlled by dimmer switches. This economical feature meets various lighting needs in specific areas. Provision shall be made for darkening selected areas for AV presentation.

Heat and Ventilation

A total climate control system which is capable of automatically adjusting temperature and air flow shall be used.

UTILITIES

Electrical

Ample wall outlets shall be installed according to projected electrical needs of the library media center. The use of ceiling and floor outlets is discouraged because of the high cost of installation and maintenance. Switches, including dimmers, shall be conveniently placed.

Wet carrels shall be available to meet the individual needs of students. Closed circuit television jacks, at the secondary level, shall be conveniently placed for individual or group viewing.

A lock-type central control panel for the library media center shall be located inside the center entrance.

Plumbing

The library media center workroom shall be plumbed with hot and cold water. Sink and counter space should be sufficient to meet individual school needs.

COMMUNICATION

The expanding operation of the building library media center requires efficient internal and external communication.

Telephone — The Library Media Center shall be provided with a telephone for improved communication both in and outside the building.

Intercom — The library media center shall be part of a two—way intercom system in the building.

Background Music — Consideration should be given to the installation of a sound system for providing a pleasant level of background music. Research shows background music neutralizes noise levels and enhances the study environment.

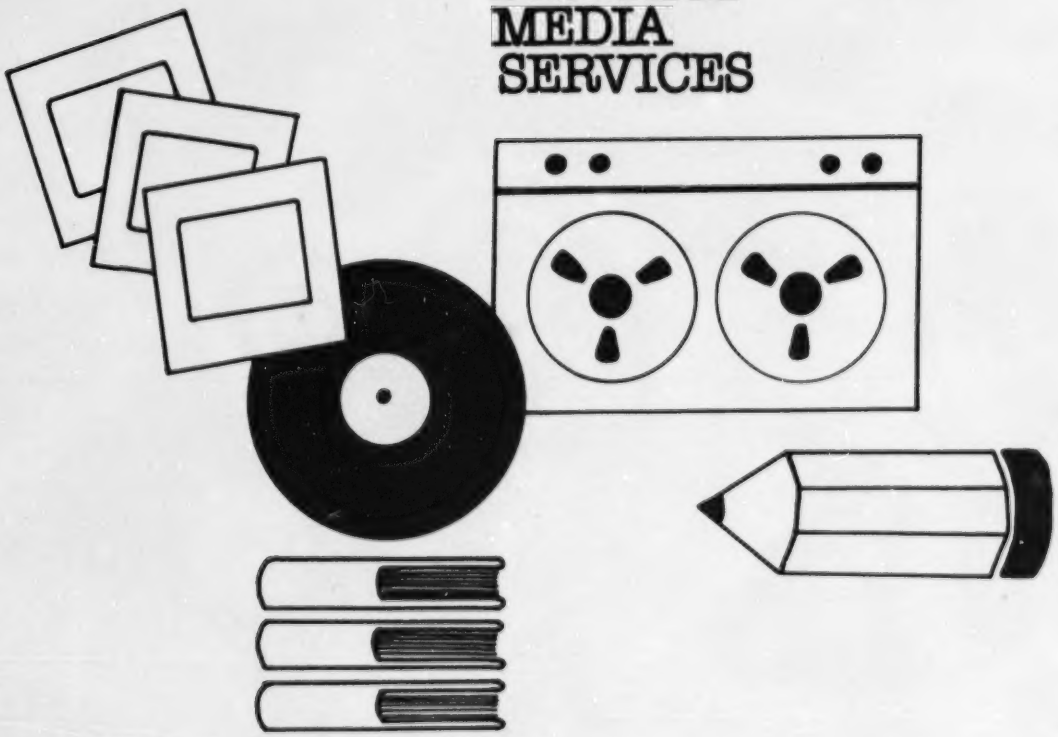
DECOR

The Media Center should be an aesthetically appealing area in which to work and study. This can be achieved with imaginative use of good design, attractive furniture and inviting colors that provide variety and harmony.

Planning for color, shape and line is vital because human beings are influenced both negatively and positively by their environment.

A balanced functional use of wood, glass, formica, paneling, textured fabrics, drapes and carpeting is important to the planning phase of designing the center.

DISTRICT
MEDIA
SERVICES



DISTRICT MEDIA SERVICES

A large unified school district, such as North Clackamas, has special needs which can best be met with efficient central media support services. The scope of the media program necessitates liaison staff at the district level. District media coordinators facilitate communication in all aspects of media inside and outside the district. District media staffing reflects expanding need for services. These district support services shall include:

1. **Cataloging** – The district cataloger handles all print and non-print materials that are not commercially cataloged.

2. **Processing** – Aides at the district center receive, process and distribute print and non-print materials for unit library media centers.

3. **Group purchases** – The district coordinator organizes group purchases on such items as encyclopedias, special references and library media supplies in order to gain substantial discounts.

4. **Previewing** – District coordination of preview audio-visual materials is provided for the schools. Benefits include savings in cost and time, as well as improved relations with suppliers.

5. **Intra-district loan** A master card file of audio visual materials representing unit collections shall continue to be maintained at the district media center. This file makes it possible for district staff to coordinate sharing expensive and specialized audio visual items among the schools.

6. **Other A-V materials** – Other specialized audio visual modules, realia, and models too expensive for unit purchase shall be purchased and circulated through the district media center. This district service will increase the accessibility to unique materials as well as upgrade the district's instructional program.

7. **In-Service** – Planning and promoting media in-service classes for expressed needs of district personnel is critical for continued improvement. The district coordinator plays an important role in arranging in-service classes to satisfy personnel needs.

8. **Production** – District production services shall provide a complete facility with highly-trained staff to meet the needs of the schools and complement the instructional program. These services include graphics, photography, video, tape-duplication, mounting and lamination and transparencies production. The high cost of adequate equipment, supplies and technical personnel precludes operating unit facilities.

9. **Equipment** – District level equipment services shall include:
   a. active support of policies which up-grade E.S.D. services
   b. coordinating purchase of unit audio-visual capital items
   c. engraving all new audio-visual equipment
   d. coordinating the replacement of unit audio-visual equipment
   e. representing North Clackamas School District on the E.S.D. equipment selection committee

PRINT'NG and GRAPHICS by the Instructional Materials Production Lab.
North Clackamas School District